



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization **TNTP Academy - Fort Worth** CDN **220707** Vendor ID **10-269256-0** ESC **18** DUNS **800590452**

Address **500 7th Avenue, 8th Floor** City **New York** ZIP **10018** Phone **718-233-2800**

Primary Contact **Molly Moore** Email **molly.moore@tntp.org** Phone **(202) 716-7112**

Secondary Contact **Arlene Barochin** Email **arlene.barochin@tntp.org** Phone **(305) 968-3594**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Dan Weisberg**

Title **Chief Executive Officer**

Email **dan.weisberg@tntp.org**

Phone **(917) 628-3442**

Signature *Daniel Weisberg*

Date **11/9/18**

Grant Writer Name **Caitlin Deschenes-Desmond**

Signature *Caitlin Deschenes-Desmond*

Date **11/9/18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
As of October 31, 2018 Ector County ISD has 215 teacher vacancies.	In order to address the large number of vacancies remaining open in Ector County schools after the start of the school year, our program will implement proven recruitment strategies to increase the number of qualified teacher candidates for the vacancy areas of highest need by at least 50.
While the number of students who participate in special education, bilingual, and ESL education programs has increased over the past three years, the number of teachers for those subjects has decreased.	TNTP is approved to certify teacher candidates in all of the highest need subject areas for Ector County, including Special Education, Bilingual, ESL, Math, and Science. We will select candidates for the program in part based on their interest and willingness to teach in the highest needs subject areas for the district.
The student population is 72% Hispanic; the percent of all personnel who are Hispanic is 52%. The data suggest that among teachers, the percent of Hispanic personnel is even lower than 52%.	We will implement proven strategies (referrals, internet job boards, community outreach, etc.), use data to track our progress, and shift capacity and resources to the strategies that most effectively increase the number of candidates reflective of the diversity of the ECISD student population.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2019-2020 school year, we will train 50 high-quality teachers (teachers who score a proficient rating by the end of the program) in high-needs subject areas who are more reflective of the student population than the current teacher workforce in Ector County.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The program has enrolled 65 teacher candidates more reflective of the ECISD student demographics than the current teacher workforce, 75% of whom intend to teach in high-needs subject areas.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

The program is supporting 55 teachers reflective of the ECISD student demographics in full-time positions, 75% of whom are teaching in high-needs subject areas.

Third-Quarter Benchmark

The program is supporting 55 teachers who are reflective of the ECISD student demographics, 75% of whom have scored a proficient rating.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program staff will set recruitment and selection goals that allow for a start-training cohort of at least 55 teacher candidates who are more reflective of ECISD student demographics than the current teacher workforce. During the recruitment period program staff will closely track and regularly report out on number and demographics of applicants to ensure that the start-training goal is met. We will also track the effectiveness of recruitment strategies and adjust funding and capacity as necessary to meet the goal.

We expect the intensive summer training program to prepare candidates for success in the classroom and will monitor teacher candidate performance on a weekly basis throughout the summer. Candidates who struggle to meet the bar for performance will be flagged for additional support by coaches and mentor teachers. Candidates who do not meet a rigorous bar for performance by the end of the summer will not continue in the program for the school year component. We will continue to track performance and growth for teacher candidates who are hired into teaching positions in the fall and provide additional support to participants who are struggling to meet the proficiency bar.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

As of October 31, 2018 Ector County ISD had 215 vacancies, the largest number of which were in English Language Arts, Special Education, Math & Science. TNTP Academy – Fort Worth is approved to certify participants in all these subject areas.

As the Education Preparation Program partnering with Ector County ISD, TNTP will draw on experience recruiting teacher candidates in Region 18 for the 2018-19 school year and the lessons learned implementing effective recruitment strategies that led to a four-fold increase in applications to the teacher pathway program. Additionally, there are paraprofessionals and substitutes in classrooms who may be interested in pursuing certification who we will reach out to as potential candidates. As the current percentage of Hispanic students in ECISD is twice that of Hispanic teachers, a special effort will be made to recruit more Hispanic teaching candidates.

Candidates will be selected through an application process that includes submitting a short written application verifying eligibility for the program and answering a few questions to gather information about candidates' background, their interest in teaching in a hard-to-staff subject area, and how they heard about the program. Applicants who meet eligibility criteria will be interviewed by district staff to assess their desire and commitment to teaching in the district and potential for becoming a strong teacher candidate. Candidates' responses will be evaluated on a rubric aligned with the district's definition of high-quality teaching.

Candidates who enroll will participate in an intensive pre-service training program to prepare them for roles as lead teachers in classrooms in Ector County in the fall. During pre-service training, candidates will attend training sessions, participate in field experience by teaching Ector County students in classrooms under the supervision of a licensed instructor, and receive coaching from mentor teachers. Candidate performance will be evaluated weekly, candidates who meet the rigorous end-of-summer performance bar will continue on into the year-long clinical teaching assignment.

Grant money will be used to support program participants during the year-long clinical teaching assignment. As a condition of receiving the additional funds, participants must commit to completing the program and teaching in the district in the year following their completion of the program and recommendation for licensure.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$11,000 =	<input type="text"/>
Request for Pathway 2			<input type="text"/>
Request for Pathway 1			<input type="text"/>
Total Combined Request for Pathways 1 & 2			<input type="text"/>

PATHWAY THREE

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text" value="10"/>	X \$22,000 =	<input type="text" value="\$220,000"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text" value="\$220,000"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Funding of an IHE Field Supervisor	\$50,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Books for professional development	\$15,000
General supplies for teacher professional development	\$5,000

OTHER OPERATING COSTS (6400)

Stipends for Interns	\$150,000

Total Direct Costs \$220,000

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

\$220,000

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

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Type of Program: Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year-long clinical teaching assignments

Question 1: EPP Quality. Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.

The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

TNTP Academy – Fort Worth has been an approved Education Preparation Provider in the state of Texas since 2005. The most recent year in which we reported participant data was 2014-15. In that year, 100% of program completers passed all certification exams and 66% of all candidates passed all tests – 3% higher than the statewide average. Of the 141 candidates admitted to the program half (69) completed the program, and 43 were still employed within a year of completion. Of the 69 completers in the 2014-15 program year, 50.7% were White, 26.1% were Black/African American, 14.5% were Hispanic/Latino, 7.3% were Asian, and 1.5% were two or more races. The plan below outlines the structures we will use to build on our success in preparing candidates for licensure in the state of Texas.

Quality Rubric

An observation rubric was used to authentically evaluate candidate performance in teaching in the context of their classrooms. The rubric scores performance in both content-neutral and content-specific pedagogical practices and focuses on outcomes for students in a given lesson.

Observations

Observations were conducted five times during pre-service training, and an additional five times during in-service training as teacher of record. Observations were completed by normed evaluators through which a numerical score was assigned, and written feedback was provided. Candidates debriefed these scores and feedback with a development coach.

Professional Development

- **Content**

Candidates will receive support during pre-service training to plan and teach content for their

assigned content area during this component of the program. During the school year, candidates will receive ongoing training in pedagogical and planning practices specific to the content of their subject certification area.

- **TEKS**

Professional development during pre-service training that focuses on planning, teaches candidates to break down TEKS to ensure lessons meet the intended rigor of the standard. During the school year, candidates will continue receiving support from personalized coaching and content-based professional development sessions that focus on planning using the TEKS in their content area.

- **Lesson Planning**

Candidates participate in three lesson planning sessions each week with their mentor teachers during pre-service training. These sessions will be focused on preparing exemplars for each lesson component and practicing delivery of the lesson for feedback. Candidates receive feedback on their lessons prior to delivering to students and go through 2-3 rounds of on the spot feedback.

- **Teaching strategies**

Candidates receive training on select Teach Like a Champion Techniques during their pre-service training focused on skills needed to create a strong classroom culture for the beginning of the school year. Interns practice these skills weekly and were then observed and evaluated on successful implementation during pre-service training as part of their quality rubric.

Internship

Candidates complete a 5-week internship during summer school where they learned and practice classroom management, lesson planning, and delivery of instruction under the guidance of cooperating/mentor teachers and program coaches. Candidates who met benchmark level of teaching performance were recommended into the classroom teaching phase of the program.

Mentor Teachers

Candidates will be assigned to mentor teachers for their intern experience. Mentor teachers will receive intensive training prior to welcoming interns into their classrooms. Their responsibilities will include: coaching interns, conducting lesson planning clinics, modeling lessons, conducting observation feedback conversations, analyzing intern performance data and providing on the spot feedback throughout the lesson cycle.

Question 2: EPP and LEA Partnership. Applicant must describe the plan for the partnership between the EPP and LEA(s).

The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.

All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

Ector County and TNTP have signed a Letter of Intent. TNTP will serve as the certifying body for the teacher candidates and has a track record for training teachers throughout the country and in Texas, with recent experience in ESC 18 and in Fort Worth. Through a partnership with ESC 18, TNTP re-designed a teacher certification program to incorporate teaching summer school, frequent observation and feedback, and a

more explicit focus on teacher diversity and quality. With this partnership with ESC, Ector County was a critical partner as they provided mentor teachers, summer school classrooms, and instructors to train teachers throughout the country. Therefore, TNTP looks forward to continuing this partnership by directly working with Ector to certify existing paraprofessionals, substitute teachers, college graduates, and re-careering professionals.

Staff members from TNTP, supported by Ector County, will serve as field supervisors in the first year of the program. Ector County personnel will work with TNTP to identify sites. Data regarding student achievement, and teacher demographics will be shared with both parties. Training for supervisors, advisors, and mentor teachers will be provided by TNTP, with support from Ector County. All teachers who participate in the program will be hired within Ector County.

Partner LEA(s)

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA	County-District Number
TNTP Academy – Fort Worth	220707

October 29, 2018

Jim Nelson

Dear _____

This letter serves as a Pre-Contract Letter of Commitment between Ector County Independent School District and TNTP, Inc. for the contract term of November 1, 2018 through September 30, 2020.

Ector County ISD agrees to contract with TNTP for services to be provided by TNTP related to the operation of a federally sponsored West Texas SEED Teacher Training program during the term from November 1, 2018 through September 30, 2020. The parties agree the Memorandum of Agreement will be dated in term accordingly.

Ector County agrees to provide in-kind contributions to the project in accordance with federal guidelines and provide TNTP with a final report on all in-kind contributions made to the project by Ector County during the contract term. The Parties agree to negotiate the details of the in-kind contribution during the contracting process.

By signing this letter of intent to participate in the activities described in this letter, TNTP and Ector County ISD commit to working together to fulfil the mission of the grant. If you are in agreement with the Pre-Contract Letter of Commitment, please sign this letter in the space provided below and return an executed copy to Molly Moore, TNTP. Please let me know if you have any questions or concerns; we appreciate your partnership.

Agreed to and Accepted:

TNTP, Inc.

By: *Florrie Chapin*
Florrie Chapin (Nov 6, 2018)

Florrie Chapin
General Counsel

Date: Nov 6, 2018

Ector County ISD

By: *Jim Nelson*
Jim Nelson (Nov 6, 2018)

Name: Jim Nelson

Title: Interim Superintendent

Date: Nov 6, 2018